**5th Grade: ELA Lesson Plan Main Idea/Details**

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| **Teacher: Mrs. Terra Crain** | | **Grade: 5** | | | **Date(s)**: **1 day** |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s):**  **-How do readers use what they know about the patterns of text structure to read nonfiction text?**  **-How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher: Access to** [**Scott Foresman online**](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) **in order to access the Scott Foresman links (go to** [**GEMS**](https://gems.gcsnc.com/lvcontentitems_18/lvcontentitems_18/dispform.aspx?id=49) **to get registration code); document reader, notes from previous lesson, pre-assessment for complete sentences/capitalization (see writing APK), main idea statements from rules/procedures (see closure strategy)**  **Teacher/Student:** [***Many Trades Assist Rural Colonial Virginians***](http://www.history.org/Almanack/life/trades/traderural2.cfm)**, class notes from previous lesson**  **Student: pencil, paper** | | | | **main idea**  **detail**  **clarify**  **review**  **complete sentence**  **sentence fragment**  **proper noun**  **common noun** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI 5.1 (review); RI 5.2, (5.8 – Power Standard)**  **I Can Statement(s):**  **-I can determine two or more main ideas of a text.**  **-I can explain how main ideas are supported by key details.**  **Instructional Plan:**  APK: Review with students the [Cornell Note – Taking method](http://coe.jmu.edu/learningtoolbox/cornellnotes.html) practiced during the previous lesson. Remind students that we only used the RIGHT side of the template; today we are going to learn what goes on the left!  Modeled:  1. Explain to students that today we are going to complete the step “Review and Clarify” of the Cornell Note – Taking Method.  2. Display notes taken from the selection *Many Trades Assist Rural Colonial Virginians – Introduction.*  3. Point out that, as I read the selection, I took my notes on the right side. Now I am going to clarify my notes by pulling out the main idea. I am not going to reread the entire section unless I do not understand something I have written.  4. Model for the students how you would group certain facts and details according to one central idea (the main idea). You might have plenty of details listed, but you should have only one main idea per paragraph. Therefore, it is important for you to demonstrate how you might have “extra details” listed that do not support your overall main idea, or how you would combine details.  5. Re – read the section aloud to the students and use a think aloud to explain how your main ideas make sense based on the information that the author provided.  6. Sometime during the modeled portion, point out the purpose of the introduction, and how the paragraphs are structured (review of Text Structures – Problem/Solution). However, the remainder of the paragraphs follow the descriptive text structure. Let students “discover” that the main idea for the first paragraph is actually stated in the first sentence, but the main idea for the second paragraph has to be inferred!  \*\*Students should be writing on their own template as well!  Shared:  7. Display notes taken from the section *Life of the Rural Craftsman.*  8. Remind students that we are not re-reading the text to find the main idea, we are rereading only if we need to clarify our notes. We are going to “discover” the main idea using the notes we already wrote.  9. Have students assist you as you group your facts and write the clarifying main idea for each group. Students should be able to explain why they grouped certain details together based on your modeling of this skill above.  10. Re – read this section from the text using a choral reading strategy. Have students assist you in checking to see if your main ideas make sense based on the information that the author provided.  \*\*Students should be writing on their own template as well!  Guided Practice: Students will work with the same partner that they worked with during the Note – Taking lesson. They will collaborate together to come up with main ideas for the section *Rural Trades Involve Generalized Skills.* If students are struggling, lead a small group to complete *Specialized Artisans Live in Towns* together.  Independent Practice: The goal is for students at least complete the last two sections independently. Hopefully, students will be able to complete the last three sections independently (*Specialized Artisans Live in Towns, The Enslaved in Rural Trades, Colonial Williamsburg’s 21st Century Craftsmen)*. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing – Do this first!**  **Standards: L 5.2**  **I Can Statement(s): I can write a complete sentence using correct capitalization and punctuation.**  **Instructional Plan:**  APK: Create a brief pre-assessment to check students’ ability to identify the difference between a complete sentence and a fragment, as well as basic capitalization rules (beginning of sentence, proper nouns). Based on the pre-assessment, you might have to start with modeled examples of complete sentences and fragments.  Shared:  1. Look at the notes you took together during the Note-Taking lesson. Ask students to share with a table partner whether or not these notes are complete sentences or fragments.  2. Take a class consensus to determine if students were able to determine that these notes are fragments.  3. Choose a few fragments from the notes and have students assist you with writing these notes in complete sentences. Point out how each sentence starts with a capital letter, and proper nouns are capitalized.  Guided Practice: If needed, see “intervention” section.  Independent Practice: Can be completed throughout the whole unit by using [Daily Fix – It](http://www.pearsonsuccessnet.com/iText/products/0-328-27457-7/pdfs/14610/index.html) from Scott Foresman. Specific practice for capitalization can be found in The Grammar and Writing Book p. 51, part B (leave out the second part of the introductions that ask students to classify the kinds of sentences) and p. 75 B and C. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L 5.4a**  **I Can Statement(s): I can use context as a clue to the meaning of a word.**  **Instructional Plan:**  You are not directly teaching this standard but students can review the tier 1 and tier 2 vocabulary words related to the selection by using strategies from [Vocabulary A-Z](http://www.vocabularya-z.com/) (pay site), [Edhelper](http://www.edhelper.com/vocabulary.htm) (pay site) or other [vocabulary strategies](http://wvde.state.wv.us/strategybank/VocabularyStrategies.html). | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1**  **I Can Statement(s):**  **I can engage in discussions with diverse partners on fifth grade texts.**  **I can engage in discussions with diverse partners on fifth grade topics.**  **Instructional Plan:** You are not directly teaching this objective during this lesson, but as students are working on the guided practice part of reading and the closing/summarizing strategy, monitor the groups to see if they are meeting previously set goals for this standard. | | | | |
| **Closing/Summarizing Strategy** | Give each group a main idea statement that supports one of your rules or procedures (A pencil is a necessary tool to have while I am at school). Have students work in table groups to come up with at least three supporting details. Briefly share. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **-**Early Finishers: Can begin taking notes on their chosen trade using the Cornell Note – Taking System and the provided resources. | | -See “Guided Practice” for one intervention strategy.  -Pull a small group and use [Scott Foresman *Reading Street* pp. 288 – 289](http://www.pearsonsuccessnet.com/snpapp/iText/BrowseITEXTServlet?eventType=openIEXT&ISBNUrl=%2FiText%2Fproducts%2F0-328-27457-7%2Findex.html&ISBN=0-328-27457-7&ITEXTOID=&DisplayTitle=Rea) to review the process of finding the main idea and supporting details.  -Proper and Common Nouns: [Scott Foresman Grammar (p. 5)](http://www.pearsonsuccessnet.com/iText/products/0-328-27457-7/pdfs/14620/14620_ss_005.pdf); [Noun Dunk (internet game)](http://www.harcourtschool.com/activity/basketball/index_pre.html)  -Complete Sentences: [Activities from Busy Teacher](http://www.busyteacherscafe.com/literacy/sentences.html) | | | -Finding the Main Idea from [¡Colorìn colorado](http://www.colorincolorado.org/article/)!  -Nouns: [Noun Mind Map](http://mappio.com/mindmap/susanne-edwards/parts-of-speech-nouns-mind-map) (has ads on website)  -Complete Sentences: see “intervention” |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Main Idea and Details: Scott Foresman NC Practice Book** [**p. 113**](http://www.pearsonsuccessnet.com/iText/products/0-328-27457-7/pdfs/14522/113.pdf) **(on and above grade level);** [**p. 118**](http://www.pearsonsuccessnet.com/iText/products/0-328-27457-7/pdfs/14522/118.pdf) **(struggling, below grade level, ELL)**  **\*\*Both of these assessments ask the students to write a one sentence summary of the selection. Use this question to pre-assess students’ readiness for summarizing (next lesson).** | | | | | |
| **Teacher Reflection:** (Next steps?)  In the next lesson, students will summarize their notes from *Many Trades Assist Rural Colonial Virginians.* They will first take the main ideas of each section and create one main idea sentence for each section. Using transition words and details from their notes, they will write an overall summary of the selection. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*